ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002628	N.A.	N.A.	

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED: Educating Migrant Children in Colorado

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: ORG. Colorado State Department of Education; CITY, STATE Denver, Colorado; TELE. EXT. INST/LOC CODE

9. PUBLISHER OR SOURCE: Colorado State Department of Education Denver, Colorado

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1/61	11

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

COPYRIGHT GRANTED: YES ☐ NO ☒

COPYRIGHT RELEASE FILED: YES ☐ NO ☐

TYPE OF REPORT: PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)

migrant children	interest	school records	summer schools	
Spanish-American	labor force	learning	migrant education	
attitude	health	attendance	educational opportunity	
	scholastic achievement	bus transportation		

17. ABSTRACT (MAX. 250 WORDS)

Educational problems of migrant children have resulted because their schooling is disrupted as their families move about the country, because their values of education are down-graded, because their parents had little schooling, because they are unwelcome at some schools, and because they are educationally retarded.

In special summer schools, migrant children often make gains in six weeks equivalent to several months in regular school. Social learning is rapid and behavioral patterns are improved. Health, which is usually poor, is improved through examinations and followups by doctors, nurses, and dentists, and through the teaching of health habits. Attitudes of both students and parents improve. School records are carried with the children to their next school.

During the regular term, migrant children are accommodated without excessive difficulty in districts which do not normally have many migrants. Children who return to their home-school in midfall usually have missed so much work that they cannot makeup the basic learning during the remainder of the year. There are less enrollments in late spring than in the fall.

Problems peculiar to educating migrant children include locating them, persuading them to attend school, maintaining attendance, caring for their welfare needs, providing transportation, meeting individual scholastic needs, and providing summer schools.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO. / PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OF PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

ERIC Form 1

Migrant Education - State Reports - Colorado Office Copy

Return to:
Migrant Ed. Research Project
State Dept. of Education
Cat. No._____

Migrant
Education
Research
Project

ED002628

EDUCATING MIGRANT CHILDREN IN COLORADO

January, 1961

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

Colorado State Department of Education

Byron W. Hansford, Commissioner

J0599
(0599)

ED002628

EDUCATING MIGRANT CHILDREN IN COLORADO

The ten-year-old truck pulled in as near as the driver could get it to a cabin located a hundred yards from the farmhouse. Stepping from the cab the father-driver yelled, "Git out, we're here!" Mother, the baby, and a three-year old slowly descended from the other side of the cab. From the tarpaulin-covered stake body six other children, two men and a woman untangled themselves and dropped to the ground. An uncle, an aunt, a neighbor, and the family of ten had completed their journey from southern Texas back to the Colorado farm where they had worked last season.

If asked why they had returned to this particular location, the father of the Infante family would have answered "Mr. Robinson treated us O. K., wages ain't bad.....there's a summer school for the kids here."

The Infante crew is much like the other hundreds of migrant families who bring their children with them for the seasonal agricultural work period each year. They begin to move into the state, or about the state, the middle of April. The numbers increase until the peak in late August, then recede into the fall or winter months. Ordinarily the last families are here until about January though the last seasonal work is completed in November.

To understand better the problems created in the education of these children, we look to only those American, domestic people who travel with children in family groups. These are members of the permanent, American society. Racially some three-fourths of the Colorado migrants are of Spanish-American background, twenty per cent are the mixed "Anglo" group, the remainder mostly Indians.

The children of school age in the group number about 3800 each year. A fourth of them are legal residents of Colorado. These folks don't move from

crop to crop throughout the entire year; most all have permanent homes somewhere that they return to for several months. Some "take to the road" for only a single crop period. For virtually all, though, the money made in crops is the chief source of income for the year.

Why is there an education problem? There are several reasons. Movement about the country disrupts schooling for "the kids." At some stopover locations the children aren't welcomed into the schools, the patterns developed through the years have downgraded the value of education to the point that it becomes an unimportant item in the family year-round plan. Many of the parents, with little formal schooling themselves, give minimum importance to education for the children. In recent years this attitude is changing perceptively. Where there was a total lack of interest a few years ago, now, the Infante father says, "..we came here partly because..there's a summer school..".

Why educate these people? They are of the American society. Historically the American way is to prepare every person for citizenship participation on the plane of his maximum potentialities. Unprepared, they remain migrants contributing according to only a small fraction of each one's potential; educated, they strengthen the whole society by living stronger personal lives and by making far greater contributions in economic, political, and social spheres.

HOW ABOUT SUMMER EDUCATION?

Two of every three migrant children 6 to about 13 years are behind the school grades they should be in. The other one, while up to the right grade for his age, is actually not as wholly learned or as understanding as is his counterpart in the general society. The general society is where he may need to live to participate in the economic life necessary to livelihood. Whether he likes it or not, he needs to learn how to think, speak, and act according to the major

societal patterns, or he will always be relegated to the limited opportunities within his family's basic culture pattern. His intelligence potential is sufficient to allow him to learn as much academically and to have understanding comparable to other segments of the American population. Then, add this--during the next decade there will be a job for only about one unskilled worker where there were jobs for seven at the beginning of World War II. Minority people increasingly will be needed in the American labor force, and as semi-skilled, skilled, and professional workers, rather than unskilled workers.

Colorado summer schools for migrant children are spots of exceptional richness in the lives of hundreds of children. Achievement tests in the summer schools show many gains in scholastic learning in the six weeks periods equivalent to a normal gain of several months in regular school. Carmen Lopez, a higher I. Q. girl, made a nine months gain in six weeks. The rate of social learning is rapid in the summer terms. Vast improvements are discernible in behavior patterns from entrance day continuously to term's end.

The health of migratory children is poor. In the summer terms volunteer doctors, and school nurses, make innumerable examinations of teeth, eyes, and general physical conditions. Glasses are recommended--sometimes a service club will supply them for a child of a large family--families are notified about the condition of teeth, immunizations are given into the hundreds by cooperating health agencies. At Wiggins a critical back condition of a small girl was found in the school physical examinations made by volunteer doctors of the County Medical Association. Citizen interest supported a hospital program and she was relieved of being a cripple for life.

Children learn to care for their teeth, brushing daily during a school health period, with paste or soda and salt which they can continue to use from home supplies. A Fort Morgan druggist commented "Sales of tooth brushes and

paste triple after the migrant school starts. The kids are given tooth brushes in school so, I guess, they must get everybody in the family brushing!" Showers are taken, hands are washed before lunch, many health habits are more than learned—they are practiced.

The children of one school are typical of all in the gains made in height and weight. The smaller, primary children in a five and one-half week period gained an average of 1.4 pounds, the intermediates gained 2.5 pounds average. The whole group averaged a one-half inch increase in height. These gains were due to more adequate nutritional intake. Every summer school operates a hot lunch program. The diets of migrant children are notoriously inadequate. Planned hot lunches supply one-half to three-fourths of daily nutritional needs. To make up for a cocoa-cola breakfast, the schools have a milk and crackers serving early in the morning. On Mondays, after a week-end of meagre eating at home, the children are so hungry one cook said "On Mondays they're real hard to fill up!"

There is one area of growth which is hard to measure—but when comparisons are made, growth is known to be very real—that of social behavior. At the start of a school term the boys know only one kind of group activity—pushing, shoving, and wrestling. Learning to become a part of a group, respecting the other child's rights, cooperating in games and learning activities must begin at scratch. With some it comes slowly, but with all very surely, so behavior, with understanding, becomes shaped to group acceptable standards. Individual creativity at the same time is promoted. The child, without full comprehension of what is happening to him, becomes an individual happier because he is securing approval now rather than group disfavor. The new satisfying feeling helps to keep him in a role of growing citizenship.

In the circumstances of many migrant childrens' lives much learning comes

from observation of the life about them. Brawls, infidelity, results of being poor affect the lives of the adults, and the attitudes and standards displayed, in the main, become the attitudes and values of the child. In the school situation, perhaps for the first time, he meets a situation where all the standards seem to have a consistency for good. This influence tends to mold the child. Often the conflict of values in his life pattern are so inconsistent he is completely bewildered. Little wonder that some of these children ultimately end in such confused state they don't know how to distinguish right from wrong because of the conflict of behavior forces they have observed.

The special term schools for migrants were started in Colorado in 1955 with one at Wiggins. The accompanying Table (see page 6) will give a view of the growth of the program. Due to the nature of the state financing, from the contingency reserve of the foundation fund, and the organization, there has been no active and organized effort to meet the total needs within the state with a complete program. Now, with the complete picture unfolded by the research studies just completed, the time is opportune for a more concentrated effort to be made to respond to the total need.

By 1960 there were 644 children enrolled in the summer school program. There was an enrollment of children who were in some of the summer school districts for the second summer. One school had eight, another 30, and a third had 10 returnees. In 1958 several children reported that they had attended no school between the Colorado summer school of the year before and the re-enrollment. In 1960 virtually every child had gone to school somewhere, for varying periods of time, during the fall, winter, or spring months. More children are now carrying their school records with them. There is very definite indication that the will to attend school is being increased among our migrant children in proportion to actual school experiences being offered to them.

SUMMER TERMS FOR MIGRANT CHILDREN

YEAR		SCHOOL DISTRICT							TOTAL	
		Wiggins	Palisade	Rocky Ford	Monte Vista	Sierra Grande	San Luis	Fort Lupton	Enroll.	Cost to State
1955	Enrollment	31								
	Length of Term	30 days								
	Cost to State	1,426.10								
								Totals for 1955	31	1,426.10
1956	Enrollment	45	34							
	Length of Term	30 days	25 days							
	Cost to State	1,550.73	1,825.26							
								Totals for 1956	79	3,375.99
1957	Enrollment	66	43	109				110		
	Length of Term	30 days	30 days	30 days				20 days		
	Cost to State	2,400.86	2,718.99	4,575.11				6,403.87		
								Totals for 1957	328	16,098.83
1958	Enrollment	60	164	81				88		
	Length of Term	30 days	30 days	30 days				25 days		
	Cost to State	3,617.02	3,912.66	6,549.14				6,307.31		
								Totals for 1958	393	20,386.13
1959	Enrollment	66	158	89		89		152		
	Length of Term	30 days	38 days	30 days		30 days		25 days		
	Cost to State	4,737.72	5,192.44	7,381.09		6,388.51		5,271.17		
								Totals for 1959	554	28,970.93
1960	Enrollment	60	77	83	17		280	127		
	Length of Term	30 days	21 days	30 days	30 days		30 days	25 days		
	Cost to State	4,515.20	2,870.30	7,150.30	1,176.89		14,030.93	4,327.81		
								Totals for 1960	644	34,071.43

Total number enrolled pupils in six years: 2,029

Total cost of 22 summer terms in six years: $104.329.41

Getting these children to enroll is more difficult than keeping them in attendance after enrollment. At Rocky Ford the principal was permitted to take one girl to school only by promising he would take her to a doctor for care of a severe burn caused by scalding water. Once the parental disinterest was overcome she attended regularly. In the week before the opening of the summer term 106 migrant children were located and the parents told about the school. On opening day 50 came. Repeated contacts brought 30 more into school in the next three weeks.

Parental, as well as the children's interest in school, is increasing markedly each year. Three years ago parents seemed more interested in securing free lunches for their children, but increased acceptance of responsibility is shown by this note:

Dear Mr. Teacher

How much money does Louis Castro Jr. owes on the lunch. Please tell me how much still he owes. Louis got 25 cents and still owes more. We move over to the labor camp.

Mrs. Rosa Castro

In 1959 there were 9447 aggregate days of attendance in five summer schools. In 1960 there were almost 12,000 days of individual schooling.

MIGRANT CHILDREN IN REGULAR TERMS OF SCHOOL

An in-school census of migrant pupils who attended regular terms of Colorado schools two years ago showed there were 636 migrant children enrolled in 26 different school districts. The pattern of acceptance of migrant children was rather consistent. In the school districts where there were not excessive numbers of migrant children, the schools could accommodate them and made a

practice of doing so. Where the numbers were too great for the physical facilities, the children were not accepted. It is true that community attitude and sympathy for the migrant does affect school policy in some instances. However, it is probable that every district in the state would receive migrant children in its schools if the cost problem was solved.

In addition to the 636 migrant children enrolled, there were, and are, numerous other children who live in our school districts, but have problems of retardation similar to all migratory children. These children, certainly while in their home base community schools, need special attention and more individual teaching than the home school can afford to give to them.

Children returning, for example, in mid-fall to the home school have missed the first weeks. With a full class load, the teacher is unable to help the child sufficiently to make up the early, basic learning. Thus, the pupil may remain in a retarded status all year, never quite able to comprehend what the class is doing.

Enrollment in regular terms is light in the late spring months. Many migrant families stay on into the fall work periods so the pupil load in regular terms is generally much heavier in the early autumn months than in late spring.

It is virtually impossible to establish a specific cost per migrant pupil in attendance during regular terms. The consensus of school district estimates indicates that the cost averages about $40 for each migrant pupil who is enrolled. Any state or federal aid given to the local district, perhaps, should be on an average daily attendance basis with each migrant child identified by name and bona fide permanent residence.

PROBLEMS PECULIAR TO EDUCATING MIGRANTS

After concerted efforts in locating migrant children, in persuading families to allow school attendance, and in keeping them in attendance there are

other matters that call for sympathetic treatment. A note to a principal from Mrs. Alvarez read:

> Pancho has got one pair of pants. He can't come to school yesterday because his pants is washed. Can you get him another pair of pants?

In areas where many migratory people concentrate, there is always great need for a coordinated community effort to alleviate the many welfare matters pertaining to this temporary population.

The schools, too, must be prepared to meet certain demands in different proportion to the common population. Bus transportation for migrant children is an essential. In many areas they are widely scattered requiring long routes. A most important fact about the school bus, however, is probably psychological. The school bus is a unifying force that serves as a symbol for school attendance. It advertises the school, it serves as the daily reminder as it pulls into the labor camp that here is the thing for the children to do. It fairly cries out "Come to school!" Bus operation is expensive, averaging more than 16¢ a mile year-round in Colorado. Yet it is a basic cost that must be computed into migrant programs.

Meeting the scholastic needs of migrant children is a matter of great importance. First, these children must be known, collectively and individually. How do they differ? What are their needs? Scholastically? Physically? Morally? How do you teach them?—they do not have the basic knowledges or understanding at six-years that children of the common population possess. How can they understand simply by listening when their language abilities are so very limited?

These children require much individual teaching attention, they must be taught, too, the group concept. Beyond reading, writing, speaking, spelling,

and arithmetic there are whole visions that must be transmitted to them thru very limited means of communication. With language inadequate, with cultural understanding either different or of very low level there is only one major way to get understanding to him--through experience. If he can see it, feel it, and do it, learning can be meaningful. But words alone can be of such minute significance!

ADVANCING EDUCATIONAL OPPORTUNITY FOR MIGRANTS

The question is asked: How big is this problem? The 3800 school-age migrant children in the state each summer can be reached by summer schools located in twelve locations definitely known, and possibly a few other places where a school would have to be opened experimentally before knowing if there would be enough response to justify continuance.

Local districts, generally, are not in position to promote this program with their own resources. State and federal aid is logical to support a societal effort with such wide boundaries. Summer schools for migrant children are not an inexpensive form of education. The needs are so great, problems so many that per pupil costs will be somewhat above regular public school expenses. Certain costs are extra, as the daily operating items, but buildings and equipment costs in established plants can be considered as minimal.

The ultimate key to reasonably complete education for migrant children is to develop the societal tone to one that requires attendance by the migrant child in regular schools wherever they go. The more the emphasis placed on continuing attendance by the total population everywhere the greater will be the effort of migrant parents to keep children in school--either by leaving them at home base or entering them immediately upon entering each new school district. In the interim, developmental period of many years duration, the childrens' retardation in scholastic and social learning will continue. Means to raise

their level of preparedness for adult living should include opportunities to make up what has not been achieved—the summer school program is the logical way to do this.

Society cannot afford to lose the great labor potential represented in the thousands of seasonal, migratory worker families. Those with potential, properly prepared, will strengthen all strata of our economic, policital, and social structure. We can ill afford to let the job go undone.